

PSST: Please input the summarized Priority Standard, Skill, or Topic, as the more detailed PSST will be part of score 3.

Content: Please indicate the learning progressions for the PSST as related to each score.

Activities: Please provide examples of activities that will supplement/enrich the learning experiences, encourage new interests, and help students relate the learning to real world experiences. These activities should be considered a method of instruction and should be designed to help students accomplish specific learning outcomes.

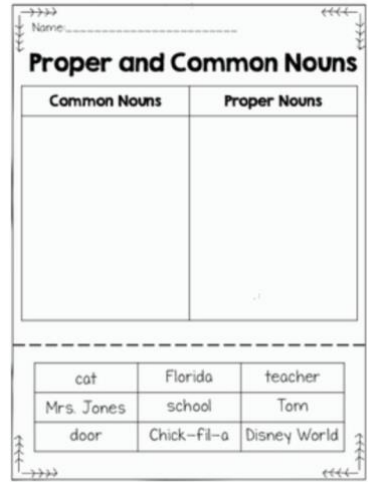
Evidence (A&E): Assessments (obtrusive, unobtrusive, student-generated), which are activities that provide feedback, and give a clear picture of student progress on learning goals.

PSST #1: L.1.1.A Print all upper- and lowercase letters.		SUBJECT: Language	GRADE: 1st
Score	Content	Activities	Evidence (A&E)
4.0	<p>The student will:</p> <ul style="list-style-type: none"> Given a set of choices, students will choose the sentence with correct uppercase and lowercase letters. Revise sentences using the correct upper and lowercase letters by re-writing the sentence with consistent letter sizing, spacing, and no letter reversals. 	<ul style="list-style-type: none"> Creating simple sentences. 	<ul style="list-style-type: none"> CFA Student Work Observations
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	<p>The student will:</p> <ul style="list-style-type: none"> Print all upper and lowercase letters legibly using correct spacing, sizing, and letter formation. 	<ul style="list-style-type: none"> Worksheets: cut and paste, matching, fill in the blank/missing letter 	<ul style="list-style-type: none"> CFA Handwriting rubric/checklist Observations
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Classify, identify, and distinguish between lowercase and uppercase letters. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Worksheet (Select Response) Sort upper and lowercase letters / flashcards 	<ul style="list-style-type: none"> CFA Student Work Performance Checklist/Rubric Observations
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.		

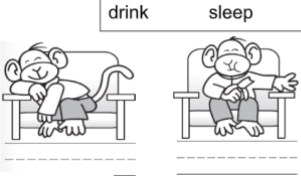
PSST #2: L.1.1.B Use common, proper, and possessive nouns.		SUBJECT: Language	GRADE: 1st
Score	Content	Activities	Evidence (A&E)
4.0	<p>The student will:</p> <ul style="list-style-type: none"> • Create a sentence that uses <i>all</i> nouns - common, proper, and possessive using the correct sentence structure. 	<ul style="list-style-type: none"> • Student Work/Presentation • Editing/Revising sentences 	<ul style="list-style-type: none"> • CFA • Student Work/Presentation • Observations
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Use common, proper, and possessive nouns in a sentence. 	<ul style="list-style-type: none"> • Student Work • Sort common, proper, and possessive nouns • Editing/Revising sentences 	<ul style="list-style-type: none"> • CFA • Student Work • Observations
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recall, recognize and/or identify and classify nouns. • Recognize terms: possessive <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Student work that involve: cut and paste, sorting, matching, etc th 4 types of nouns: person, place, thing, and animals • Noun sort 	<ul style="list-style-type: none"> • CFA • Student Work • Observations
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		

0.0	Even with help, no understanding or skill demonstrated.		
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PSST #3: L.2.A Capitalize dates and names of people.		SUBJECT: Language	GRADE: 1st
Score	Content	Activities	Evidence (A&E)
4.0	<p>The student will:</p> <ul style="list-style-type: none"> Revise sentences by using correct capitalization of dates, names of people, <i>and</i> names of important places. 	<ul style="list-style-type: none"> Revising sentences 	<ul style="list-style-type: none"> CFA Student Work Observations
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	<p>The student will:</p> <ul style="list-style-type: none"> Capitalize dates and names of people. 	<ul style="list-style-type: none"> Editing/Revising words with correct capitalization <p>Ex: february - February monday - Monday john - John</p> <p><i>Example A: i went to the movies to watch snow white.</i> <i>Answer: I went to the movies to watch <u>Snow White</u>.</i></p> <p>1. on monday we went to the zoo.</p> <p>_____</p> <p>-----</p> <p>_____</p>	<ul style="list-style-type: none"> CFA Student Work Observations
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recall, recognize and/or identify proper and common nouns <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Noun Sort 	<ul style="list-style-type: none"> CFA Student Work Observations

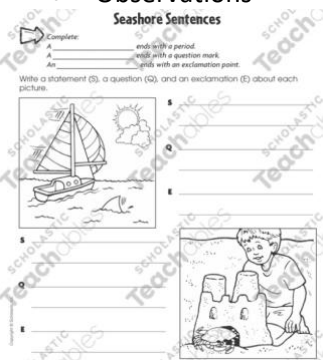
			 <p>The worksheet is titled "Proper and Common Nouns" and includes a "Name:" field. It features a table with two columns: "Common Nouns" and "Proper Nouns". Below the table is a list of words: cat, Florida, teacher, Mrs. Jones, school, Tom, door, Chick-fil-a, and Disney World.</p>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
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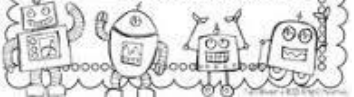
PSST #4: L.1.1.E Use verbs to convey a sense of past, present, and future.		SUBJECT: Language	GRADE: 1st
Score	Content	Activities	Evidence (A&E)
4.0	The student will: <ul style="list-style-type: none"> Create sentences using each verb tenses (past, present and future). 	<ul style="list-style-type: none"> Student Work/Presentation Editing/Revising sentences 	<ul style="list-style-type: none"> Artifacts CFAs
	3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.	

3.0	<p>The student will:</p> <ul style="list-style-type: none"> Use verbs to convey a sense of past, present, and future (e.g., Yesterday, I walked home; Today, I walk home; Tomorrow, I will walk home). 	<ul style="list-style-type: none"> Demonstrate actions that are past, present and future. Student work that involves: cut and paste, sorting, matching, what happened yesterday, what is happening today and what will happen tomorrow. 	<ul style="list-style-type: none"> Artifacts CFAs <p>3 I can identify verbs that tell about the past. Circle the correct verb that tells about the past in each sentence.</p> <ol style="list-style-type: none"> They (play played) a game. Mom (cooked cooks) dinner. <p>3 I can identify verbs in a sentence. Circle the verbs in each sentence.</p> <ol style="list-style-type: none"> The boy runs fast. The girl reads a book. He rides on a bike. We swim in the pool. <p>I can identify verbs in the future tense. I will (watch, watched, watching) a movie tomorrow.</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Identify key vocabulary: verb, past, present and future. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Demonstrate action words. Students will sort out verbs. Games 	<ul style="list-style-type: none"> Artifacts CFAs <p>I can sort out verbs.</p> <div style="text-align: center;"> drink sleep eat </div> 
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
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PSST #5: L.1.1.C: Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		SUBJECT: Language	GRADE: 1st
Score	Content	Activities	Evidence (A&E)

4.0	<p>The student will:</p> <ul style="list-style-type: none"> • Create a 3-sentence story (but not limited to) using correct nouns and verb tenses. 	<ul style="list-style-type: none"> • Student-created story • Student Work/Presentation 	<ul style="list-style-type: none"> • CFA • Student Work • Observations
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.</p>		
3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). 	<ul style="list-style-type: none"> • Worksheet (Select Response) • Sort singular and plural nouns • Match singular nouns to plural nouns • Match singular and plural nouns to verbs (Subject-Verb agreement) 	<ul style="list-style-type: none"> • CFA • Student Work • Observations
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • I can identify, recall, and recognize nouns • I can identify, recall, and recognize verbs. <p>Vocabulary: nouns, verbs, singular noun, plural noun</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Sorting nouns and verbs • Games 	<ul style="list-style-type: none"> • CFA • Student Work • Observations
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>		
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>		
0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

PSST #6: L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		SUBJECT: Language	GRADE: 1st
Score	Content	Activities	Evidence (A&E)
4.0	<p>The student will:</p> <ul style="list-style-type: none"> Create a story which includes expanded simple and compound declarative, interrogative, imperative, and exclamatory sentences. 	<ul style="list-style-type: none"> Student-Generated writing Given several topics to choose from, the student will do journal writing and compose 3-5 sentences. 	<ul style="list-style-type: none"> CFA Student Work Observations
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	<p>The student will:</p> <ul style="list-style-type: none"> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<ul style="list-style-type: none"> Write sentences for each type of sentences: declarative, interrogative, imperative, and exclamatory. Expand a sentence using a sentence stem. 	<ul style="list-style-type: none"> CFA Student Work Observations  <p>The image shows a worksheet titled "Seashore Sentences" with a "Sentence Stem" section. It includes a small illustration of a sailboat and a child building a sandcastle. The worksheet has lines for writing and a legend for sentence types: S (statement), Q (question), and E (exclamation).</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recall, recognize, and identify telling sentences, questions (or asking sentences), exciting sentences (exclamatory), conjunctions Identify key vocabulary: simple and compound declarative (telling/command), interrogative, imperative and exclamatory. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Writing simple sentences. Games that help students distinguish between types of sentences. 	<ul style="list-style-type: none"> CFA Student Work Observations

			<p style="text-align: right;">GEN1.1.11</p> <h3 style="text-align: center;">Robot Sentences</h3> <p style="text-align: center;">Name _____</p> <p style="text-align: center;">Directions: Identify sentences as declarative or interrogative. Then, add the correct punctuation mark.</p> <ol style="list-style-type: none"> 1. Did you see the robot? <input type="checkbox"/> 2. The robot is nice. <input type="checkbox"/> 3. My brother named it Max. <input type="checkbox"/> 4. Where do you think it sleeps? <input type="checkbox"/> 5. It sleeps in the garage. <input type="checkbox"/> 6. How big is your robot? <input type="checkbox"/> 7. Who bought you your robot? <input type="checkbox"/> 8. My mom bought our robot. <input type="checkbox"/> 9. Max plays lots of games. <input type="checkbox"/> 10. Does your robot play games? <input type="checkbox"/> 
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
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Activities: Please provide examples of activities that will supplement/enrich the learning experiences, encourage new interests, and help students relate the learning to real world experiences. These activities should be considered a method of instruction and should be designed to help students accomplish specific learning outcomes.

Evidence (A&E): Assessments (obtrusive, unobtrusive, student-generated), which are activities that provide feedback, and give a clear picture of student progress on learning goals.

PSST: RF.1.3.A Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.		SUBJECT: Reading	GRADE: 1st
Score	Content	Activities	Evidence (A&E)
4.0	<p>The student will:</p> <ul style="list-style-type: none"> Read words that include consonant digraphs. <p>3.5</p>	<ul style="list-style-type: none"> Word Lists Stretch and read activities Technology - ipad applications, Elmo, smartboard activities, online games, videos, digital presentations 	<ul style="list-style-type: none"> Observations Quick Checks Exit Tickets Performance tasks CFA/Teacher made tests
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	<p>The student will:</p> <ul style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs. 	<ul style="list-style-type: none"> Flash Cards Segmentation (Break-it-Down) Sound blending (say it fast) Technology - ipad applications, Elmo, smartboard activities, online games, videos, digital presentations 	<ul style="list-style-type: none"> Observations Quick Checks Exit Tickets Performance tasks CFA/Teacher made tests
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recall vocabulary such as consonants, digraphs Identify individual letter sounds Know sequential order (left to right) of reading sounds <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Flash cards Alphabet Chart Sound/letter picture cards Technology - ipad applications, Elmo, smartboard activities, online games, videos, digital presentations 	<ul style="list-style-type: none"> Observations Quick Checks Exit Tickets Performance tasks CFA/Teacher made tests
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		

1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
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PSST: RF.1.3.B Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled one-syllable words.		SUBJECT: Reading	GRADE: 1st
Score	Content	Activities	Evidence (A&E)
4.0	<p>The student will:</p> <ul style="list-style-type: none"> Read regularly spelled one-syllable words in sentences. 	<ul style="list-style-type: none"> Reading passages/stories Stretch and read activities Technology - ipad applications, Elmo, smartboard activities, online games, videos, digital presentations 	<ul style="list-style-type: none"> Observations Quick Checks Exit Tickets Performance tasks CFA/Teacher made tests
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	<p>The student will:</p> <ul style="list-style-type: none"> Decode regularly spelled one-syllable words. 	<ul style="list-style-type: none"> Flash Cards Segmentation (Break-it-Down) Sound blending (say it fast) Technology - ipad applications, Elmo, smartboard activities, online games, videos, digital presentations 	<ul style="list-style-type: none"> Observations Quick Checks Exit Tickets Performance tasks CFA/Teacher made tests
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recall vocabulary such as syllable Identify individual letter sounds Know sequential order (left to right) of reading words Segment phonemes in words <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Flash cards Alphabet Chart Sound/letter picture cards Technology - ipad applications, Elmo, smartboard activities, online games, videos, digital presentations 	<ul style="list-style-type: none"> Observations Quick Checks Exit Tickets Performance tasks CFA/Teacher made tests

1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.		

PSST: RF.1.3.C Know and apply grade-level phonics and word analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.		SUBJECT: Reading	GRADE: 1st
Score	Content	Activities	Evidence (A&E)
4.0	<p>The student will:</p> <ul style="list-style-type: none"> Read words that have common vowel team conventions for representing long vowel sounds. <p>3.5</p>	<ul style="list-style-type: none"> Word Lists Stretch and read activities Technology - ipad applications, Elmo, smartboard activities, online games, videos, digital presentations 	<ul style="list-style-type: none"> Observations Quick Checks Exit Tickets Performance tasks CFA/Teacher made tests
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	<p>The student will:</p> <ul style="list-style-type: none"> Know final -e and common vowel team conventions for representing long vowel sounds. 	<ul style="list-style-type: none"> Flash Cards Sound (vowel team) picture cards Technology - ipad applications, Elmo, smartboard activities, online games, videos, digital presentations 	<ul style="list-style-type: none"> Observations Quick Checks Exit Tickets Performance tasks CFA/Teacher made tests
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recall vocabulary such as vowels, final -e Identify vowels and their sounds Know sequential order (left to right) of reading sounds <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Flash cards Alphabet Chart Sound/letter picture cards Technology - ipad applications, Elmo, smartboard activities, online games, videos, digital presentations 	<ul style="list-style-type: none"> Observations Quick Checks Exit Tickets Performance tasks CFA/Teacher made tests

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.			

PSST: RF.1.3.G Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.		SUBJECT: Reading	GRADE: 1st
Score	Content	Activities	Evidence (A&E)
4.0	<p>The student will:</p> <ul style="list-style-type: none"> Recognize and read grade-appropriate irregularly spelled words in a text. <p>3.5</p>	<ul style="list-style-type: none"> Reading passages/stories Technology - ipad applications, Elmo, smartboard activities, online games, videos, digital presentations 	<ul style="list-style-type: none"> Observations Quick Checks Exit Tickets Performance tasks CFA/Teacher made tests
	3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.	
3.0	<p>The student will:</p> <ul style="list-style-type: none"> Recognize and read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> Sight words flash cards Sight word lists Technology - ipad applications, Elmo, smartboard activities, online games, videos, digital presentations 	<ul style="list-style-type: none"> Observations Quick Checks Exit Tickets Performance tasks CFA/Teacher made tests
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recall vocabulary such as irregular words (sight words) Identify individual letter sounds Know sequential order (left to right) of reading words <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Flash cards Alphabet Chart Sound/letter picture cards Technology - ipad applications, Elmo, smartboard activities, online games, videos, digital presentations 	<ul style="list-style-type: none"> Observations Quick Checks Exit Tickets Performance tasks CFA/Teacher made tests

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0		Even with help, no understanding or skill demonstrated.		

PSST: 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.		SUBJECT: Reading	GRADE: 1st
Score	Content	Activities	Evidence (A&E)
4.0	The student will: <ul style="list-style-type: none"> Create an alternate ending to the story 	<ul style="list-style-type: none"> Demonstrate in a variety of ways, the alternate ending to the story. 	<ul style="list-style-type: none"> CFA Performance Rubrics Teacher made tests Observations
	3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.	
3.0	The student will: <ul style="list-style-type: none"> Retell stories, including key details, and demonstrate understanding of their central message or lesson. 	<ul style="list-style-type: none"> Retelling activities comprehension questions about key details graphic organizers (story maps) 	<ul style="list-style-type: none"> CFA Performance Rubric
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recall vocabulary such as retell, key details, central message, lesson Identify characters and setting However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> Draw or tell about the characters in the story. 	<ul style="list-style-type: none"> CFA Performance Rubric

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
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	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.			

PSST: 1.RF.4 Read with sufficient accuracy and fluency to support comprehension		SUBJECT: Reading	GRADE: 1st
Score	Content	Activities	Evidence (A&E)
4.0	<p>The student will:</p> <ul style="list-style-type: none"> The student will read complex sentences with unfamiliar vocabulary to support comprehension. <p>3.5</p>	<ul style="list-style-type: none"> Reading of texts beyond grade level Reading informational passage/story 	<ul style="list-style-type: none"> CFA Performance Rubrics
	3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.	
3.0	<p>The student will:</p> <ul style="list-style-type: none"> The student will read grade level text with sufficient accuracy and fluency to support comprehension. 	<ul style="list-style-type: none"> Reading of first grade level texts and answering comprehension questions independently and accurately. Flash cards/Word lists 	<ul style="list-style-type: none"> CFA Performance Rubrics
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Blend letters sounds Read CVC Words (Consonant Vowel, Consonant) Read basic sight words The student will read simple text to support comprehension. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Flash cards/Word lists Reading of texts below grade level or on grade level with assistance 	<ul style="list-style-type: none"> CFA Performance Rubrics

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0		Even with help, no understanding or skill demonstrated.		

PSST: 1.RI.2 Identify the main topic and retell key details of a text.		SUBJECT: Reading	GRADE: 1st
Score	Content	Activities	Evidence (A&E)
4.0	<p>The student will:</p> <ul style="list-style-type: none"> The student will ask and answer questions (WHO, WHAT, WHERE, WHY AND HOW?) in a complete sentence about key details of a text to identify the main topic of the story 	<ul style="list-style-type: none"> Graphic Organizer Questions & Answers Use of Technology Resources & Equipment 	<ul style="list-style-type: none"> CFA Performance Rubric
	3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.	
3.0	<p>The student will:</p> <ul style="list-style-type: none"> The student will identify the main topic and retell key details of a text. 	<ul style="list-style-type: none"> List key details Retell the story in written form Questions & Answers Use of Technology Resources & Equipment 	<ul style="list-style-type: none"> CFA Performance Rubric
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Identify the main topic and retell key details of a text using pictures and illustrations of the story <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Give details using the text/pictures to prompt students to orally provide the main topic (idea) Give a topic and have students orally provide details (examples) from the text that support this main idea; students may 	<ul style="list-style-type: none"> CFA Performance Rubric

			use the text/pictures to guide their thinking.	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0		Even with help, no understanding or skill demonstrated.		

PSST: Please input the summarized Priority Standard, Skill, or Topic, as the more detailed PSST will be part of score 3.

Content: Please indicate the learning progressions for the PSST as related to each score.

Activities: Please provide examples of activities that will supplement/enrich the learning experiences, encourage new interests, and help students relate the learning to real world experiences. These activities should be considered a method of instruction and should be designed to help students accomplish specific learning outcomes.

Evidence (A&E): Assessments (obtrusive, unobtrusive, student-generated), which are activities that provide feedback, and give a clear picture of student progress on learning goals.

PSST: 1.SL.1a: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).		SUBJECT: ELA Speaking & Listening	GRADE: 1st
Score	Content	Activities	Evidence (A&E)
4.0	<p>The student will:</p> <ul style="list-style-type: none"> Initiate collaborative conversations with peers and adults following agreed upon rules for discussion. 	<ul style="list-style-type: none"> Small group discussion Whole group discussion 	<ul style="list-style-type: none"> Observations Rubrics
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	<p>The student will:</p> <ul style="list-style-type: none"> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 	<ul style="list-style-type: none"> Explicitly teach procedures for student discussion and working together patterns (with partners, small group and large group) Small group discussion Whole class discussion 	<ul style="list-style-type: none"> Observations Rubrics
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognize or recall specific terminology such as: collaboration, expectation, discussion, conversations, communication, speaker, listener, active listening Recite the agreed-upon rules for discussion. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Establish agreed upon rules for discussion with partners, small groups and large groups. 	<ul style="list-style-type: none"> Observations Rubrics
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.		

PSST: Please input the summarized Priority Standard, Skill, or Topic, as the more detailed PSST will be part of score 3.

Content: Please indicate the learning progressions for the PSST as related to each score.

Activities: Please provide examples of activities that will supplement/enrich the learning experiences, encourage new interests, and help students relate the learning to real world experiences. These activities should be considered a method of instruction and should be designed to help students accomplish specific learning outcomes.

Evidence (A&E): Assessments (obtrusive, unobtrusive, student-generated), which are activities that provide feedback, and give a clear picture of student progress on learning goals.

PSST: W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		SUBJECT: ELA Writing	GRADE: 1st
Score	Content	Activities	Evidence (A&E)
4.0	<p>The student will:</p> <ul style="list-style-type: none"> Independently focus on a chosen topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <p>3.5</p>	<ul style="list-style-type: none"> Research activities (reading a text, exploring the Internet, etc.) Peer editing activities Technology integration: Elmo, smartboard, iPad, applications, online games, projector, educational videos. 	<ul style="list-style-type: none"> Rubrics Student written work
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	<p>The student will:</p> <ul style="list-style-type: none"> With guidance and support from adults: <ul style="list-style-type: none"> focus on a topic respond to questions and suggestions from peers add details to strengthen writing as needed 	<ul style="list-style-type: none"> Word bank Anchor charts Writing prompts Writers workshop Peer editing activities Technology integration: Elmo, smartboard, iPad, applications, online games, projector, educational videos. 	<ul style="list-style-type: none"> Rubrics Student written work
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p>Prerequisites:</p> <ul style="list-style-type: none"> Recognize or recall specific terminology such as: <ul style="list-style-type: none"> Edit, proofread, suggestions, details, topic Prerequisites: <ul style="list-style-type: none"> Produce complete sentences when appropriate to task and situations. 	<ul style="list-style-type: none"> Word bank Anchor charts Writing prompts Writers workshop Editing activities for practice Technology integration: Elmo, smartboard, iPad, applications, online games, projector, educational videos. 	<ul style="list-style-type: none"> Rubrics Student written work
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.		

